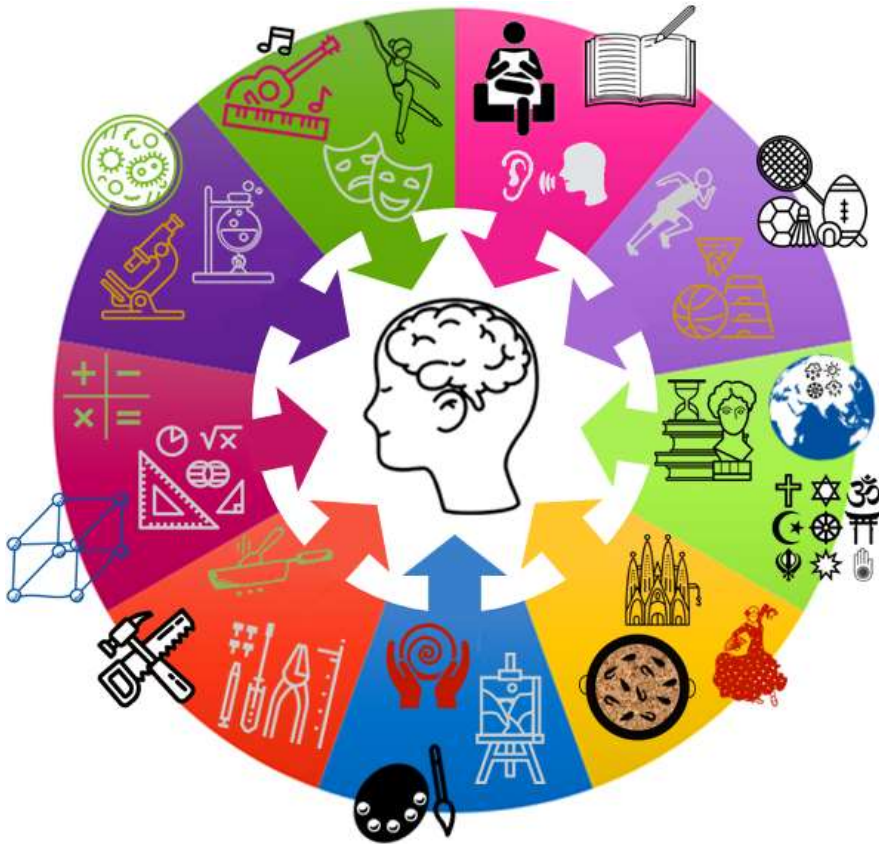


Year 7- Booster Knowledge Organisers

Term 6



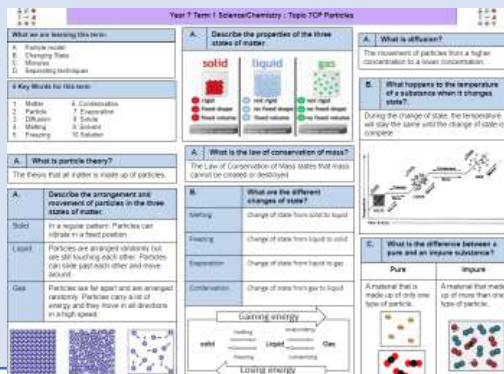
Swindon Academy 2023-24

Name:	
Tutor Group:	
Tutor & Room:	

*"If you are not willing to learn, no one can
If you are determined to learn, no one can*

Using your Knowledge Organiser and Quizzable Knowledge Organiser

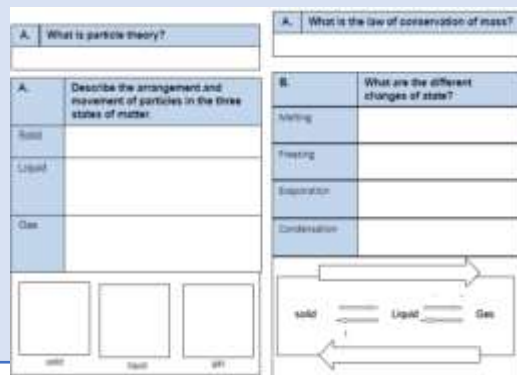
Knowledge Organisers



Knowledge Organisers contain the essential knowledge that you **MUST** know in order to be successful this year and in all subsequent years.

They will help you learn, revise and retain what you have learnt in lessons in order to move the knowledge from your short-term memory to long-term memory.

Quizzable Knowledge Organisers



These are designed to help you quiz yourself on the essential Knowledge.

Use them to test yourself or get someone else to test you, until you are confident you can recall the information from memory.

Top Tip

Don't write on your Quizzable Knowledge Organisers! Quiz yourself by writing the missing words in your prep book. That way you can quiz yourself again and again!

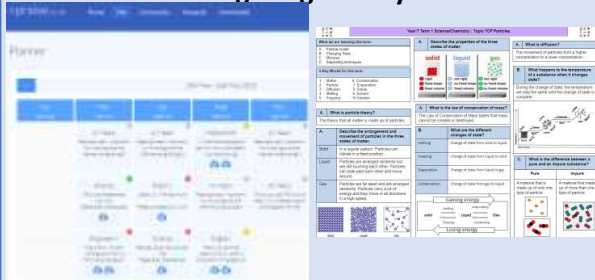
Expectations for Prep and for using your Knowledge Organisers

1. Complete all prep work set in your subject prep book.
2. Bring your prep book to every lesson and ensure that you have completed all work by the deadline.
3. Take pride in your prep book – keep it neat and tidy.
4. Present work in your prep book to the same standard you are expected to do in class.
5. Ensure that your use of SPAG is accurate.
6. Write in blue or black pen and sketch in pencil.
7. Ensure every piece of work has a title and date.
8. Use a ruler for straight lines.
9. If you are unsure about the prep, speak to your teacher.
10. Review your prep work in green pen using the mark scheme.

How do I complete Knowledge Organiser Prep?

Step 1

Check Epraise and identify what words /definitions/facts you have been asked to learn. Find the Knowledge Organiser you need to use.



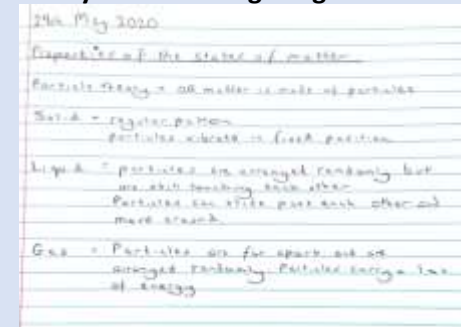
Step 2

Write today's date and the title from your Knowledge Organiser in your Prep Book.



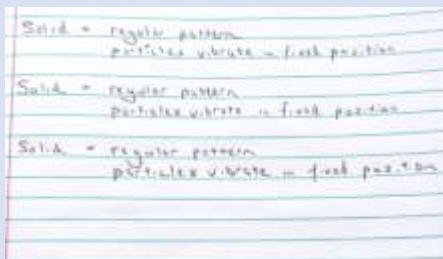
Step 3

Write out the keywords/definitions/facts from your Knowledge Organiser in FULL.



Step 4

Read the keywords/definitions/facts out loud to yourself again and again and write the keywords/definitions/facts at least 3 times.



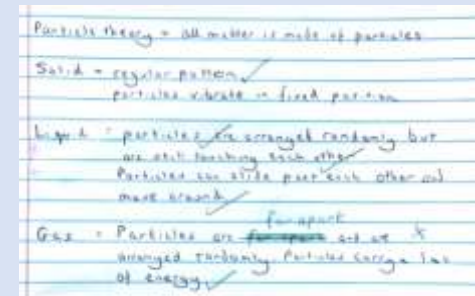
Step 5

Open your quizzable Knowledge Organiser. Write the missing words from your quizzable Knowledge organiser in your prep book.



Step 6

Check your answers using your Knowledge Organiser. Repeat Steps 3 to 5 with any questions you got wrong until you are confident.



Make sure you bring in your completed Prep notes to demonstrate that you have completed your prep.

Plot Summary	Who loves Whom
Act 1: Hermia and Lysander love each other but are not allowed to marry so decide to run away to the forest to get married in secret. Demetrius wants to marry Hermia . Helena loves Demetrius . They follow Hermia and Lysander into the forest.	<p>Hermia Lysander Demetrius Helena</p>
Act 2: In the forest, Oberon and Titania are arguing. Oberon sees Demetrius and Helena arguing and commands Puck to use the potion on the Athenian man to make him fall in love with Helena . However, the first Athenian man Puck sees is Lysander , so he puts the love potion on him. Lysander falls madly in love with Helena .	<p>Hermia Lysander Demetrius Helena</p>
Act 3: Puck sees Bottom in the forest and transformed his head into a donkey's head. He puts the love potion on Titania, who falls in love with Bottom. Puck puts the love potion on Demetrius so that he falls in love with Helena . As a result, both men love Helena so there is chaos. Puck eventually drops a herb in Lysander's eyes to put him back to normal.	<p>Hermia Lysander Demetrius Helena Lysander Demetrius</p>
Acts 4 and 5: Oberon finds Titania and Bottom and decides that he has had enough fun. Puck drops a herb in her eyes, she wakes and leaves with Oberon. The lovers return to Athens where Bottom and the other actors perform their play at the wedding of the three happy couples: Theseus and Hippolyta, Lysander and Hermia and Demetrius and Helena .	<p>Hermia Lysander Demetrius Helena</p>

Characters
Athenians Theseus: <i>The Duke of Athens and Hippolyta's fiancé (later husband).</i> Hippolyta: <i>The Queen of the Amazons and Theseus's fiancé (later wife).</i> Egeus: <i>Hermia's father.</i>
The Lovers Hermia: <i>the daughter of Egeus and good friend of Helena. She is in love with Lysander.</i> Helena: <i>in love with Demetrius and a good friend of Hermia.</i> Lysander: <i>an Athenian nobleman who is in love with Hermia.</i> Demetrius: <i>an Athenian nobleman who also loves Hermia, but has wooed Helena in the past.</i>
Fairies (Mythical characters) Titania: <i>The Queen of the Fairies and Oberon's wife.</i> Oberon: <i>The King of the Fairies and Titania's husband.</i> Puck: <i>Oberon's mischievous servant.</i>



The workmen/theatre performers
Bottom: *a weaver who believes he is a great actor.*

Vocabulary: Key words
severe – very strict or harsh
conflict – a serious disagreement, battle or struggle between two sides or ideas.
unrequited love – If a person loves someone who doesn't love them back, the person's love is unrequited
to mock – To mock someone is to make fun of them
chaos – a situation where there is no order and everyone is confused
to resolve – to solve a problem or difficulty

Terminology: Key Words
soliloquy - a speech in a play that the character speaks to himself or herself or to the audience, rather than to the other characters
comedy – a type of play that is comical and ends with a happy ending.
play - a play is a piece of writing which is performed in the theatre.
stage directions - Instructions written into the script of a play

Background Information of AMND
Shakespeare went to a grammar school where he was taught Ancient Greek.
The play is set in Ancient Greece and follows the rules of a comedy from Ancient Greece.
When the play was written, Elizabeth 1 st was Queen. The play is written in the Elizabethan era.
Both wealthy and poorer Elizabethan people went to the Globe to watch plays.
Cupid is the ancient god of love. He is usually presented as a baby whose arrows make people fall in love.



The Love Potion

The love potion is made from a flower in the forest. The flower is magical because Cupid hit it with his arrow when he was aiming at a young girl. When the potion is put on characters' eyes, they fall in love with the first person they see. It is very powerful.

Plot Summary	Who loves Whom
<p>Act 1: Hermia and Lysander _____ each other but are _____ to marry so decide to run away to the forest to get married in secret. Demetrius wants to marry _____. Helena loves _____. They follow _____ and _____ into the forest.</p>	<p>Demetrius</p> <p>Helena</p>
<p>Act 2: In the forest, _____ and _____ are arguing. Oberon sees _____ and _____ arguing and commands Puck to use _____ on the Athenian man to make him _____ with Helena. However, the first Athenian man Puck sees is _____, so he puts the _____ on him. Lysander falls madly in love with _____.</p>	<p>Hermia</p> <p>Lysander</p>
<p>Act 3: Puck sees _____ in the forest and transformed his head into a _____'s head. He puts the _____ on _____, who falls in love with Bottom. Puck puts the love potion on _____ so that he falls in love with _____. As a result, both men love _____ so there is _____. Puck eventually drops a herb in Lysander's eyes to put him back to normal.</p>	<p>Lysander</p> <p>Helena</p> <p>Hermia</p>
<p>Acts 4 and 5: _____ finds _____ and _____ and decides that he has had enough fun. Puck drops a herb in her eyes, she wakes and leaves with Oberon. The lovers return to _____ where Bottom and the other actors perform their play at the wedding of the _____ happy _____: Theseus and Hippolyta, _____ and _____ and _____ and _____.</p>	<p>Demetrius</p>

Characters
<p>Athenians</p> <p>Theseus: _____</p> <p>Hippolyta: _____</p> <p>Egeus: _____</p>
<p>The Lovers</p> <p>Hermia: the daughter of Egeus and _____</p> <p>Helena: in love with Demetrius and _____</p> <p>Lysander: an Athenian nobleman _____</p> <p>Demetrius: an Athenian nobleman who _____</p>
<p>Fairies (Mythical characters)</p> <p>Titania: _____</p> <p>Oberon: _____</p> <p>Puck: _____</p>
<p>The workmen/theatre performers</p> <p>Bottom: _____</p>

Vocabulary: Key words
severe –
conflict –
unrequited love –
to mock –
chaos –
to resolve –

Background Information of AMND
Shakespeare went to a grammar school where he was taught Ancient Greek.
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Both wealthy and poorer Elizabethan people went to the Globe to watch plays.
Cupid is the _____. He is usually presented as a baby whose arrows make people _____.

The Love Potion
<p>The love potion is made from a flower in the forest. The flower is magical because Cupid hit it with his arrow when he was aiming at a young girl. When the potion is put on characters' _____.</p> <p>_____.</p> <p>It is very _____.</p>



Terminology: Key Words
soliloquy -
comedy –.
play -
stage directions -



What we are learning this term:

- A. Chemical reactions
- B. Conservation of mass
- C. Word equations
- D. Acids and alkali
- E. pH scale
- F. Reactions of acids and alkalis

5 Key Words for this term

- 1. Reactant
- 2. Product
- 3. Salt
- 4. Neutralisation
- 5. Compound

A. What are chemical reactions?

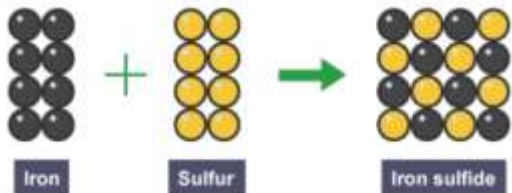
Chemical reactions are rearrangements of atoms. The substances that react together are called the reactants. The substances that are formed in the reaction are called the products.

B. What is conservation of mass?

The law of conservation of mass states: Mass cannot be created nor destroyed by chemical reactions (or physical transformations). The mass of the products in a chemical reaction must equal the mass of the reactants. No mass can be lost or made.

B. What is an example of this?

As shown in the diagram below, the iron particles and sulphur particles are not lost or created, there is still the same number of them, so the mass stays the same, just a different chemical is made.



C. What are word equations?

These show the names of each substance that is involved in a chemical reaction. The reactants are shown on the left. The products are shown on the right.

Reactants → **Products**

They must not contain any chemical symbols of any formulae, only words.

For example, in a neutralisation reaction: **acid + alkali** → **salt + water**
 So, if sulphuric acid and sodium hydroxide reacted together (reactants) to form sodium sulphate and water (products), what would the word equation look like?
Sodium Hydroxide + Sulphuric Acid → **Sodium Sulphate + Water**

C. Examples of word equations

- copper + oxygen → copper oxide
- hydrochloric acid + magnesium → magnesium chloride + hydrogen
- copper + sulphur → copper sulphide
- zinc + oxygen → zinc oxide
- sodium + hydrochloric acid → sodium chloride
- iron + oxygen → iron oxide
- nitric acid + iron oxide → iron nitrate + water
- copper oxide + hydrochloric acid → copper chloride + water

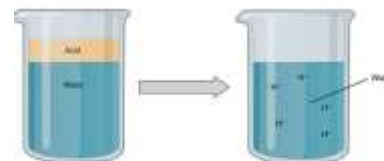
D. What is the difference between bases and alkalis?

Bases are a family of chemicals which neutralise acids (more on neutralisation in part F.)
Alkalis are a type of base. Therefore all alkalis are bases. Alkalis dissolve in water and often contain OH⁻ ions.



D. What are acids?

Acids are a family of chemicals. **Acids contain H⁺ ions**, when dissolved in water. This is hydrogen which has lost an electron.



D. What is an example of an acid?

Examples are lemon juice, vinegar and Coca Cola. Hydrochloric acid, sulphuric acid and nitric acid. There is also acid in our stomach!



D. What is the difference between a strong and weak acid? What are some examples of each?

Strong acids like hydrochloric acid are very corrosive this means they destroy skin cells and cause burns
Weak acids like vinegar are safe to eat but are still irritant to sensitive parts of the body.

What we are learning this term:

- A. Chemical reactions
- B. Conservation of mass
- C. Word equations
- D. Acids and alkali
- E. pH scale
- F. Reactions of acids and alkalis

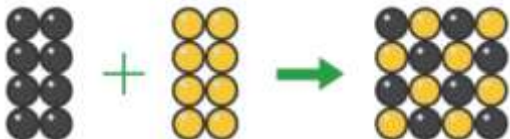
5 Key Words for this term

- 1. _____ 4. _____
- 2. _____ 5. _____
- 3. _____

A. What are chemical reactions?

B. What is conservation of mass?

B. What is an example of this?



C. What are word equations?

Reactants \rightarrow Products

For example, in a neutralisation reaction: **acid + alkali** \rightarrow _____ + _____
 So, if sulphuric acid and sodium hydroxide reacted together (reactants) to form sodium sulphate and water (products), what would the word equation look like?
 _____ + _____ \rightarrow _____ + _____

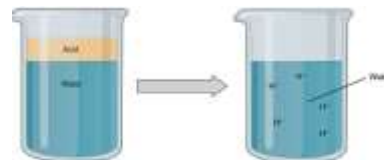
C. Examples of word equations

- copper + oxygen \rightarrow
- hydrochloric acid + magnesium \rightarrow magnesium +
- copper + sulphur \rightarrow
- + \rightarrow zinc oxide
- sodium + hydrochloric acid \rightarrow
- + \rightarrow iron oxide
- nitric acid + iron oxide \rightarrow + water
- copper oxide + hydrochloric acid \rightarrow +

D. What is the difference between bases and alkalis?



D. What are acids?



D. What is an example of an acid?

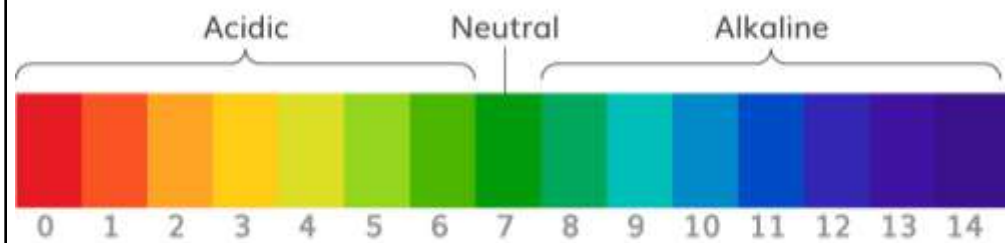


D. What is the difference between a strong and weak acid? What are some examples of each?

Key Terms	Definitions
Acid	A substance which forms H ⁺ ions.
Alkali	A soluble base that contains OH ⁻ ions
Base	A substance that will neutralise an acid
The pH scale	A scale which measure how acidic a substance is
Indicator	A chemical which will change colour depending on the acidity of the substance

E	What is the pH scale?
.	<ul style="list-style-type: none"> The pH scale measures how strong an acid or alkali is The pH scale runs from 0-14 The pH scale measures the concentration of H⁺ ions, the lower the number the higher the concentration.

E.	What do the numbers on the pH scale correspond to?
.	<ul style="list-style-type: none"> Acids have a pH between 0 and 6, pH 1-3 are strong acids, 4-6 are weak acids Alkalis have a pH between 8 and 14, 8-10 weak alkalis, 11-14 strong alkalis Anything with a pH of 7 is neutral, for example water



F.	What is neutralisation?
.	<ul style="list-style-type: none"> When an acid reacts with a base a neutralisation reaction occurs, this means what you make has a pH of 7.

F.	What are the products of a neutralisation reaction?
.	<ul style="list-style-type: none"> When a neutralisation reaction happens, the products are a salt and water.

F.	What is an example of a neutralisation reaction?
.	<ul style="list-style-type: none"> A wasp sting is alkaline, so we add vinegar (an acid) to it to neutralise it. Farmers spread alkalis onto fields to neutralise the acid in the soil. Another example is indigestion. When there is too much acid in our stomach, we neutralise this with alkali tablets

E.	How do you name the salt that is made in a neutralisation reaction?
.	<ul style="list-style-type: none"> When a neutralisation reaction occurs, a salt is made To name a salt you need to use the metal from the alkali to form the first part of the name and the acid to form the second part of the name Hydrochloric acid makes chlorides Nitric acid make nitrates Sulphuric acid makes sulphates

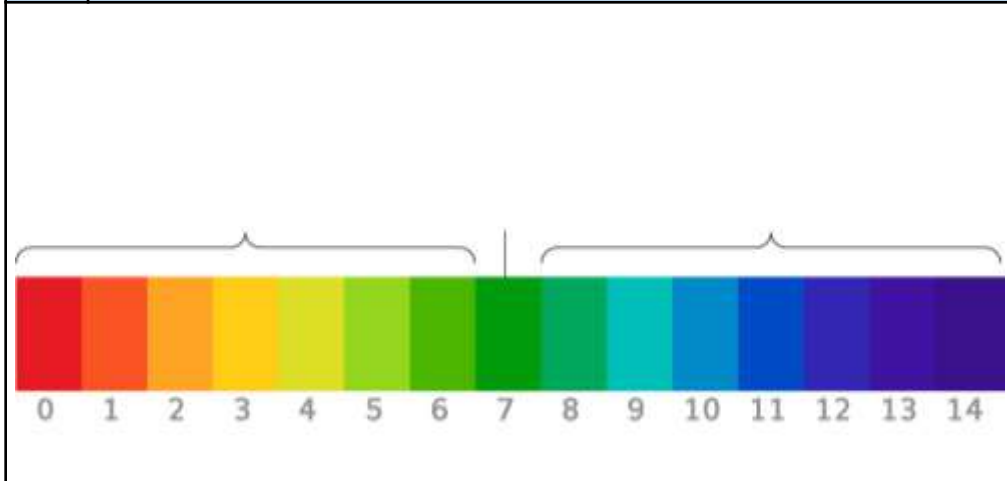
Alkali	Acid	Salt?
Calcium hydroxide	Hydrochloric acid	Calcium Chloride
Magnesium oxide	Nitric acid	Magnesium Nitrate
Calcium carbonate	Sulphuric acid	Calcium Sulphate
Aluminium hydroxide	Nitric acid	Aluminum Nitrate
Potassium hydroxide	Sulphuric acid	Potassium Sulphate

Reactants	General equation	Example
Acid and Alkali	Acid + Alkali → Salt + Water	Sodium Hydroxide + Sulphuric Acid → Sodium Sulphate + Water
Acid and Metal Carbonate	Acid + Metal Carbonate → Salt + Water + Carbon Dioxide	Hydrochloric acid + Magnesium Carbonate → Magnesium Chloride + Carbon Dioxide + Water
Acid and metal Oxide	Acid + Metal Oxide → Salt + Water	Sulphuric acid + Calcium Oxide → Calcium Sulphate + Water

Key Terms	Definitions
Acid	
Alkali	
Base	
The pH scale	
Indicator	

E What is the pH scale?

E. What do the numbers on the pH scale correspond to?



F. What is neutralisation?

F. What are the products of a neutralisation reaction?

F. What is an example of a neutralisation reaction?

E. How do you name the salt that is made in a neutralisation reaction?

Alkali	Acid	Salt?
Calcium hydroxide	Hydrochloric acid	
Magnesium oxide	Nitric acid	
Calcium carbonate	Sulphuric acid	
Aluminium hydroxide	Nitric acid	
Potassium hydroxide	Sulphuric acid	

Reactants	General equation	Example
Acid and Alkali	Acid + Alkali → +	Sodium Hydroxide + Sulphuric Acid → +
Acid and Metal Carbonate	Acid + Metal Carbonate → Salt + Water + Carbon Dioxide	Hydrochloric acid + Magnesium Carbonate → + +
Acid and metal Oxide	Acid + Metal Oxide → Salt + Water	Sulphuric acid + Calcium Oxide → +



Geography Knowledge Organiser: Year 7 Term 2 Rivers



Background:

- Rivers affect the landscape and the lives of people who live near them.
- Rivers are found within their own drainage basin and have their own distinct features. **(A)**
- Rivers have their own processes and characteristics **(B)**
- There are many different river processes which can impact the landscape. **(B, C, D)**
- Processes of erosion and deposition can lead to the formation of different river landforms. **(E, F, G)**
- Flooding is a key feature of rivers, and drainage basin processes play a significant role in this. By altering the drainage basin of a river, we can interfere with these processes. **(H)**
- There are many famous examples of floods. Today many strategies have been put in place in an attempt to manage the flood risk. **(I)**

A. Drainage basin features (6)

Drainage basin	An area of land drained by a river and its tributaries.
Source	The start of a river.
Mouth	Where the river enters the sea or lake.
Tributary	A small river than joins a larger river.
Confluence	The point at which two or more rivers meet.
Watershed	The dividing line between two drainage basins.

B. River processes (3)

Characteristics	Features typical of a specific place
Process	Actions leading to the formation of something
Systems	A set of actions working together.

C. Types of erosion (4)

Hydraulic action	The sheer force of the river causing the bed and banks to erode.
Abrasion	Material carried by the river erodes by scraping along the bed and banks.
Attrition	Eroded material carried by the river, hits into each other breaking down into smaller pieces.
Solution	The acids in the water causing erosion.

E. Waterfall – upper course (2)

Plunge pool	A pool which forms at the bottom of a waterfall, undercutting the hard rock above.
Gorge	A steep sided valley left behind when a waterfall retreats up stream.

F. Meander – middle course (2)

Slip off slope	The sloping bed of a meander, from the inside (shallow) to the outside (deep).
River cliff	The undercut bank on the outside bend of a meander.

G. Floodplain – lower course (2)

Silt	The fertile, eroded material transported by a river.
Levees	Banks found at the side of a river in the lower course.

D. Other river processes (5)

River load	The material which the river is transporting.
Transportation	The movement of material by the river.
Deposition	When a river loses energy so drops it's load.
Lateral erosion	When erosion moves across the land, causing the bends of meanders to widen.
Vertical erosion	Erosion which takes place downwards into the land.

H. Drainage basin processes (6)

Precipitation	Liquid that falls from the sky e.g. rain, snow, hail.
Interception	When the leaves of trees stop precipitation reaching the ground.
Surface run-off	The movement of water overland back into a river.
Surface storage	Water stored on the surface in lakes or puddles.
Infiltration	The movement of water from the surface into the soil.
Through flow	The movement of water through the soil back into the river.

I. Case study example: Cockermouth

Where/ when? Cockermouth Flood, Cumbria, November 2009 had been flooded in 1999 and again in 2005.

Cause (3)	Effect (4)	Response (3)
<ol style="list-style-type: none"> Received the highest amount of rainfall ever recorded in a single day Impermeable ground meant precipitation could not infiltrate. Sewers were already blocked. 	<ol style="list-style-type: none"> 1300 homes flooded One policeman died trying to save others. 4 bridges collapsed. Total cost of damage was £100 million 	<ol style="list-style-type: none"> People were rescued by boats when town centre was cut off and 50 people were rescued by helicopter. In 10 days a £1 million fund was set up & a temporary railway station was built. £4.4 million flood defence scheme built.



Geography Knowledge Organiser: Year 7 Term 2 Rivers: QUIZZABLE



Background:

- Rivers affect the landscape and the lives of people who live near them.
- Rivers are found within their own drainage basin and have their own distinct features. **(A)**
- As a river moves from its source in the upper course, to its mouth in the lower course, its profile changes. **(B)**
- There are many different river processes which can impact the landscape. **(C, D)**
- Processes of erosion and deposition can lead to the formation of different river landforms. **(E, F, G)**
- Flooding is a key feature of rivers, and drainage basin processes play a significant role in this. By altering the drainage basin of a river, we can interfere with these processes. **(H)**
- There are many famous examples of floods. Today many strategies have been put in place in an attempt to manage the flood risk. **(I)**

A. Drainage basin features (6)

An area of land drained by a river and its tributaries.

The start of a river.

Where the river enters the sea or lake.

A small river that joins a larger river.

The point at which two or more rivers meet.

The dividing line between two drainage basins.

B. River profile (3)

Characteristics

Processes

Systems

C. Types of erosion (4)

Hydraulic action

Abrasion

Attrition

Solution

E. Waterfall – upper course (2)

Plunge pool

Gorge

F. Meander – middle course (2)

Slip off slope

River cliff

G. Floodplain – lower course (2)

Silt

Levees

D. Other river processes (5)

The material which the river is transporting.

The movement of material by the river.

When a river loses energy so drops its load.

When erosion moves across the land, causing the bends of meanders to widen.

Erosion which takes place downwards into the land.

H. Drainage basin processes (6)

Precipitation

Interception

Surface run-off

Surface storage

Infiltration

Through flow

I. Case study example: Boscastle

Where/ when? .

Cause (3)

Effect (4)

Response (3)

- 1
- 2
- 3

- 1
- 2
- 3
- 4

- 1
- 2
- 3

Geography Knowledge Organiser: Year 7 Term 3 Development



Background:	
1.	Across the world the standard of living and quality of life can be very different.
2.	Countries therefore have different classifications, based on the quality of life within them. (A)
3.	How developed a country is can be measured in different ways. (B)
4.	Development is not haphazard and there are many reasons why some countries are more developed than others. (C)
5.	World-wide a number of strategies have been put in place to help improve the quality of life in some of the poorer nations; such as aid and Fairtrade. (D, E, F)
6.	Aid strategies can have much success. (G)

A.	Country classification (3)
Developed country	Normally has lots of money, many services and a high standard of living.
Developing country	Often quite poor compared to others, fewer services and a lower standard of living.
The Brandt line	An imaginary line which divides countries into the rich north, poor south.

B.	Measuring development (6)
Gross Domestic Product per capita (GDP per capita)	The total number of goods and services sold by a country, divided by it's population.
Infant mortality	The number of babies that die per 1000 before their first birthday.
Life expectancy	The average age you are expected to live to in a country.
Literacy rate	The % of people that can read and write.
People per doctor	The number of people to one doctor.
Human Development Index	Combines GDP per capita, life expectancy and literacy rate.

C.	Factors influencing development	
Development	How rich or poor a country is compared with other areas.	
Factors which encourage development (4):		Factors which hinder development (4):
1. A strong and stable government. 2. A large coastline for trade. 3. Availability of natural resources e.g. oil, coal, fertile soil etc. 4. A pleasant climate, ideal for growing crops.		1. An unstable or corrupt government, meaning money is not invested properly in the country. 2. The country is landlocked, making trade difficult. 3. Few natural resources to power industry. 4. A harsh climate, so can not grow crops reliably.

D.	What is aid? (6)
Donor	A country that gives aid to another country.
Recipient	A country which receives aid.
Bilateral	International aid given by one country to another.
Multi-lateral	Aid given by NGOs (Non-Government Organisations) like the Red Cross or Oxfam.
Short term aid	Aid given to support a country following a crisis e.g. after an earthquake.
Long term aid	Aid given over a prolonged period of time to support a country's development e.g. teaching farmers different farming techniques.

E.	Aid - advantages/ disadvantages
Advantages (3)	1. People learn new skills e.g. improved farming techniques; so become independent 2. Can save lives after a natural disaster e.g. supplying clean water, food and medicines. 3. Simple technology e.g. water pumps, are easy for the locals to maintain.
Disadvantages (3)	1. Countries can become dependent upon aid, causing problems if it is removed. 2. Corrupt governments can sell the aid on, so it does not reach those in need. 3. The recipient can end up in debt if loans or deals are made.

F.	Fairtrade
What it is:	Trade which involves giving producers in developing countries a fair price for their goods.
Advantages (2)	
1. Farmers receive a fair and decent price. 2. Ensures good working conditions for farmers.	
Disadvantages (2)	
1. Non-Fairtrade farmers may lose out. 2. Sales can often be low as the price of Fairtrade goods can be high.	

G.	Case study: Goat aid by the charity OXFAM
Where?	In countries in Africa e.g. Mali & Rwanda
Features (2)	
1. Oxfam buy goats and donate them to poor villages in Africa. 2. Goat milk has calcium, goat poo is used as fertiliser.	
Success (2)	
1. Can sell leftover milk and cheese for profit. 2. Builds community spirit, you can eat the goat if it dies, goats breed making it sustainable (won't run out)	

Geography Knowledge Organiser: Year 7 Term 3 Development

Background:

1. Across the world the standard of living and quality of life can be very different.
2. Countries therefore have different classifications, based on the quality of life within them. **(A)**
3. How developed a country is can be measured in different ways. **(B)**
4. Development is not haphazard and there are many reasons why some countries are more developed than others. **(C)**
5. World-wide a number of strategies have been put in place to help improve the quality of life in some of the poorer nations; such as aid and Fairtrade. **(D, E, F)**
6. Aid strategies can have much success. **(G)**

A. Country classification (3)

Developed country	
Developing country	
The Brandt line	

B. Measuring development (6)

Gross Domestic Product per capita (GDP per capita)	
Infant mortality	
Life expectancy	
Literacy rate	
People per doctor	
Human Development Index	

C. Factors influencing development

Development	
Factors which encourage development (4):	Factors which hinder development (4):

D. What is aid? (6)

Donor	
Recipient	
Bilateral	
Multi-lateral	
Short term aid	
Long term aid	

E. Aid - advantages/ disadvantages

Advantages (3)	
Disadvantages (3)	

F. Fairtrade

What it is:	
Advantages (2)	Disadvantages (2)

G. Case study: Tree aid

Where?	
Features (2)	Success (2)

Year 7 History : Renaissance

What we are learning this term:	
Why was the Renaissance significant for Europe?	
A.	Keywords
B.	<i>What was the causes of the Renaissance ?</i>
C.	Did individuals have the biggest impact on medicine during the Renaissance?
D.	What was the impact of the Renaissance on science?
E.	Was the Renaissance a time of Scientific Revolution or Age of Superstition?

A.	Keywords
Dissection	To cut open a human body for the purpose of learning about it.
Renaissance	The revival of European science, art and literature the 14th–16th centuries.
Astrology	The beliefs that the stars can have a cosmic influence on day-to-day occurrences such as health
Superstition	Irrational belief in supernatural influences, especially as leading to good or bad luck or health
Rational	Ideas based on science and understanding of the world.
Anatomy	The study of the structure of the human body.
Physician	A medieval and Renaissance doctor. These received university educations where they would be taught from the works of Galen.
Scholar	A learned person in the medieval era. They read books and frequently had university educations
Perspective	A way of looking at something.
Classical	Referring to anything that takes influence from ancient Greece and Rome.
Circumnavigate	To go all the way around the earth.
Heliocentric	The belief that the sun is the centre of the solar system.
Sponsorship	Paid support for someone, eg. paid support for artist to paint pictures
Revolution	An uprising and attempted overthrow of those in power

C. Did individuals have the biggest impact on medicine during the Renaissance?		
Andre Vesalius	William Harvey	Printing Press
Challenged Galen’s ideas producing artwork to show what the body actually looked like and it was accurate as Vesalius actually did dissections on human bodies	Galen said blood is contently being made in the liver and then is burned up as fuel by the rest of the body	Allowed books to be made without the influence of the church stopping them from censoring ides they disapproved of. This allowed new medical ideas that challenged Galen to be shared openly
Dissected a heart proving Galen wrong and discovering that the septum in the heart did not have holes	Harvey showed that blood circulates repeatedly around the body, with the heart acting as a pump	Allowed books to be made quickly and easily meaning that more books were made, and they could be spread much more easily for a much lower price meaning that many more people would read new ideas.
Demonstrated that the jawbone was one bone not two bones (showing Galen had done research using pig and monkey corpses not human	Calculated that this would require 1800 litres of blood to be made a day – not possible	
Found many other errors in Galen causing people to doubt Galen and the word of the church	Galen said that veins carried blood and air – found this to be incorrect	Allowed accurate replication of images and diagrams allowing the structure and workings o the body to be shown in accurate detail.
Disproved Galen’s theory that blood is constantly being made in the liver and is burned up as fuel by the body		

D.	What was the causes of the Renaissance ?
How did Columbus cause the renaissance?	Showed that there was new lands to be discovered, encouraged others to explore and discover new lands.
How did the printing press cause the renaissance?	Allowed information to be spread quickly easily and cheaply, as more people had access to books. Took control of book making out of the control of the church who had previously used monks to create all books.
List of causes of the Renaissance.	<ul style="list-style-type: none"> • Decline in Feudalism • Impact of the crusades • Decline in church influence • Increase in wealth and prosperity • Invention of the printing press • Fall of Constantinople • Influence of progressive rulers and nobility • Geographical improvements to voyages

B.	Describe features of Renaissance of Architecture
Influences	Renaissance architecture was heavily influenced by the desire to recreate Roman and Greek
Features	Very large domes and arches often made of bright white stone such as marble. Lots of Pillars used in styles such as Ionic, Corinthian and Doric
How were they constructed ?	Using new machinery, examining ancient buildings, reading ancient books on architecture

E.	What was the impact of the Renaissance on science?
Nicolaus Copernicus	• Heliocentric theory - the earth and other planets go around the sun
Tycho Brahe	• Measurements of planets and stars • Helped to prove heliocentric theory • Proposed a modified Copernican system (earth goes around the sun)
Johannes Kepler	• Developed the 3 laws of planetary motion • Charted the orbit and position of many planets showing they didn’t need to orbit the sun in a perfect circle
Galileo Galilei	• Invented improved the telescopes • Discovered the Moon was not smooth – that it had craters • Theorised that the Moon reflected light from the sun • Discovered the moons of Jupiter, phases of Venus and sunspots • Agreed with Copernicus and the heliocentric theory
Isaac Newton	• Worked on optics and discovered the coloured spectrum • Created a more powerful telescope which was 10X smaller than traditional telescopes • Discovered calculus, the 3 laws of motion and his theory of universal gravitation

F.	Was the Renaissance a time of Scientific Revolution or Age of Superstition?
The of Scientific Revolution	The Renaissance encouraged curiosity, investigation, discovery, modern day knowledge. This caused people to question old beliefs. There was discoveries in science, art, astronomy and many other areas.
Age of Superstition	During witch hunts women were accused of being witches and using supernatural powers to cause bad things to happen such as illness, accidents or bad harvests. This shows that some people were more concerned about religion and superstition.

Year 7 History : Renaissance Quizzable

What we are learning this term:

Why was the Renaissance significant for Europe?

- A. Keywords
- B. *What was the causes of the Renaissance ?*
- C. Did individuals have the biggest impact on medicine during the Renaissance?
- D. What was the impact of the Renaissance on science?
- E. Was the Renaissance a time of Scientific Revolution or Age of Superstition?

A. Keywords

Dissection	
Renaissance	
Astrology	
Superstition	
Rational	
Anatomy	
Physician	
Scholar	
Perspective	
Classical	
Circumnavigate	
Heliocentric	
Sponsorship	
Revolution	

C. Did individuals have the biggest impact on medicine during the Renaissance?

Andre Vesalius	William Harvey	Printing Press

A. *What was the causes of the Renaissance ?*

How did Columbus cause the renaissance?	
How did the printing press cause the renaissance?	
List causes of the Renaissance.	

B. Describe features of Renaissance of Architecture

Influences	
Features	
How were they constructed ?	

D. What was the impact of the Renaissance on science?

Nicolaus Copernicus	
Tycho Brahe	
Johannes Kepler	
Galileo Galilei	
Isaac Newton	

E. Was the Renaissance a time of Scientific Revolution or Age of Superstition?

<i>The of Scientific Revolution</i>	
<i>Age of Superstition</i>	

Year 7 Religious Education: Christianity beliefs and teachings

A. Can you define these key words?	
Key word	Key definition
Messiah	A messiah is a saviour or liberator of a group of people, Christians believe Jesus is the Messiah
Immaculate Conception	the teaching that God preserved the Virgin Mary from the taint of original sin
Ministry	The work of a religious person
Beatitudes	The blessings listed by Jesus in the Sermon on the Mount
Resurrection	The Christian belief that Jesus rose from the dead
Creed	A statement of Christian beliefs
Original Sin	the evil within all human beings, inherited from Adam and Eve
Reformation	A 16th century movement for the reform of abuses in the Roman Church ending in the establishment of the Reformed and Protestant Churches
Protestant	A branch of Christianity whose main source of authority is the Bible
Evangelism	Churches that stress the preaching of the Gospel of Jesus Christ, personal conversion experiences and scripture as the sole basis for faith

B. What do Christians believe about the nativity of Jesus – 5 facts	
1	Jesus was born to the Virgin Mary through immaculate conception which proves to Christians that Jesus was God incarnate (God in human form)
2	Christians believe Jesus to be a Messiah, they believe God sent Jesus to Earth as a Saviour of mankind, which is why Christians celebrate Christmas – to celebrate the birth of their saviour
3	Some Christians choose to look at the birth of Jesus to the Virgin Mary as a metaphor (they don't believe it really happened) to suggest that Jesus is not an ordinary human being. This helps them to understand his powers as the Son of God
4	At Christmas Christians sing Carols about the birth of Jesus from the Gospels to help remind Christians of the story of Jesus' birth and to remind them of the importance of Christmas
5	Christians believe Jesus has a divine nature which is represented in the Gospels. This is shown through his immaculate conception, how his visitors were guided by a star, which is one of the reasons they celebrate Christmas

C. Jesus' Ministry- 4 facts		The Sermon on the Mount - 4 facts
1	During his Ministry Jesus taught Christians the importance of acting lovingly towards others even if his actions went against the law – his key teaching being "love thy neighbour"	This is the longest of the recorded Sermons of Jesus in the New Testament. It focused on Jesus explaining what it means to follow him.
2	Jesus performed many miracles e.g. bringing someone back from the dead – this proves to Christians that God is all powerful and Jesus is the son of God	Jesus focused on teaching people what it means to be a member of God's kingdom and the major ideals of Christian life
3	Jesus taught not to judge others – may he who is without sin cast the first stone – parable of the adulterous woman	Jesus taught his followers in this Sermon the importance of following religious law and how to follow the religious law
4	Taught Christians to always help others, love thy neighbour, even if they are an enemy – Good Samaritan	Jesus taught his followers should live differently to others with a high level of selflessness and love.

D The Death and Resurrection of Jesus	
The last supper was the last meal Jesus had with his disciples. During the meal Jesus predicted one of his disciples would betray him.	Jesus' death is seen as an act of atonement for individuals sins – Jesus' death helped them reconcile with God
Jesus broke bread during the last supper stating 'do this in remembrance of me' which is something that his influenced Christians today as the breaking of bread is practiced during Mass	Jesus was believed to revile his resurrected self to Mary Magdalen after rising from death the day after his crucifixion

E The Council of Nicaea	F St Augustine
1 This particular group of Bishops decided to introduce the teaching of the Trinity – God as father, son and holy spirit	1 He sought to define each aspect of the Trinity to ensure they all had an equal appreciation of greatness
2 The Roman Emperor Constantine himself converted to Christianity and had a huge impact on religion in the Empire	2 Augustine used the idea and notion of love to explain the Trinity and its three parts - he that loves, and that which is loved, and love

G Christianity today
1 Within Christianity today there are a number of different denominations (branches)
2 More traditional branched of Christianity are in decline when compared with more modern branches of Christianity
3 There is still a large debate surrounding the teachings of Christianity and whether they should be more modernised to fit in with today's society and stop the decline in followers

A. Can you define these key words?	
Key word	Key definition
	A messiah is a saviour or liberator of a group of people, Christians believe Jesus is the Messiah
	the teaching that God preserved the Virgin Mary from the taint of original sin
	The work of a religious person
	The blessings listed by Jesus in the Sermon on the Mount
	The Christian belief that Jesus rose from the dead
	A statement of Christian beliefs
	the evil within all human beings, inherited from Adam and Eve
	A 16th century movement for the reform of abuses in the Roman Church ending in the establishment of the Reformed and Protestant Churches
	A branch of Christianity whose main source of authority is the Bible
	Churches that stress the preaching of the Gospel of Jesus Christ, personal conversion experiences and scripture as the sole basis for faith

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Jesus broke bread during the last supper stating 'do this in remembrance of me' which is something that his influenced Christians today as the breaking of bread is practiced during Mass	Jesus was believed to revile his resurrected self to Mary Magdalen after rising from death the day after his crucifixion

B. What do Christians believe about the nativity of Jesus – 5 facts	
1	Jesus was born to the _____ through im_____e co_____n which proves to Christians that Jesus was God incarnate _____in human form)
2	Christians believe Jesus to be a M____h, they believe God _____ Jesus to Earth as a S_____ of m____d, which is why Christians celebrate Christmas – to celebrate the birth of their saviour
3	Some Christians choose to look at the birth of Jesus to the Virgin Mary as a m_____r (they don't believe it really ha_____d) to suggest that Jesus is not an o_____ human being. This helps them to understand his powers as the Son of God
4	At Christmas Christians sing Carols about the birth of Jesus from the G_____ to help remind Christians of the _____ of Jesus' birth and to remind them of the iv_____ of Christmas
5	Christians believe Jesus has a _____n_____ which is represented in the G_____. This is shown through his immaculate conception, how his visitors were guided by a star, which is one of the reasons they celebrate Christmas

C. Jesus' Ministry- 4 facts		The Sermon on the Mount - 4 facts
1	During his Ministry Jesus taught Christians the importance of _____towards others even if his actions went against the law – his key teaching being "love thy neighbour"	This is the _____ of the recorded Sermons of Jesus in the New Testament. It focused on Jesus explaining what it means to follow him.
2	Jesus performed many m_____s e.g. bringing someone back from the d_____ – this proves to Christians that God is all powerful and Jesus is the son of God	Jesus focused on t_____g people what it means to be a member of God's kingdom and the major ideals of Christian life
3	Jesus taught not to ju_____e others – may he who is without sin cast the first stone – parable of the adulterous woman	Jesus taught his followers in this S_____n the importance of following _____and how to follow the religious law
4	Taught Christians to always _____ others, _____ thy neighbour, even if they are an enemy – Good Samaritan	Jesus taught his followers should live differently to others with a high level of selflessness and love.

E The Council of Nicaea
1 This particular group of Bishops decided to introduce the teaching of the Trinity – God as father, son and holy spirit
2 The Roman Emperor Constantine himself converted to Christianity and had a huge impact on religion in the Empire

F St Augustine
1 He sought to define each aspect of the Trinity to ensure they all had an equal appreciation of greatness
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G Christianity today	
1	Within Christianity today there are a number of different denominations (branches)
2	More traditional branched of Christianity are in decline when compared with more modern branches of Christianity
3	There is still a large debate surrounding the teachings of Christianity and whether they should be more modernised to fit in with today's society and stop the decline in followers



Year 7 Religious Education: Judeo-Christian Foundations



A. Can you define these key words?		B. What do Jews believe and Jewish scripture- 6 main facts	
Key word	Key definition	1	Judaism is a unique religion is that you are born into it. You <u>have to</u> be a descendant of Abraham to be Jewish.
Synagogue	The Jewish place of worship	2	They get these rules from the Torah. The Torah contains 613 laws that set the standard for Jewish life.
Worship	Showing adoration and love to God	3	Jews believe that if they do not follow these rules and set an example, they will be punished
Atonement	the action of making amends for wrongdoing	4	The 3 main beliefs: 1. You must believe in one God 2. Jews are a family of people who have been chosen by God as descendants of Abraham 3. God made a covenant with Jews
Persecution	Ill-treatment, especially because of race or political or religious beliefs	5	The Torah scrolls are kept in an Ark in a synagogue.. The scrolls are not directly touched to avoid it getting damaged
Genocide	The deliberate killing of a large number of people from a particular group	6	Jews believe that Moses was given the "oral Torah" and this was written down later by Jewish teachers.
Shabbat	A Jewish day of rest.		
Torah	The law of God as revealed to Moses		
Aron Hakodesh	A large cupboard that holds the Torah	C. What is Orthodox Judaism- 5 facts	
Tanakh	The Jewish Scriptures	1	Torah is literally given by God to Moses on Mount Sinai
Talmud	The body of Jewish civil and ceremonial law and legend.	2	Jewish Law should be strictly followed as the Torah is the word of God.
Mitzvot	The 613 laws that set the standard for Jewish life	3	Orthodox men and women dress very modestly and keep most of their skin covered.
		4	Orthodox men are expected to wear a ritual fringe called a Tzitzit and a head-covering as well as grow beards
		5	Do not have any physical contact with those of the opposite sex unless they are married or immediate family members.
		What is Reform Judaism- 5 facts	
			It believes that the faith is always changing and believe that they should not just blindly follow the Torah.
			It was the first to adopt gender equality.
			open to change as the laws given in the Torah are mainly about treating others with respect
			They believe the laws in the Torah don't really fit into the world today.
			They believe anyone should be allowed to join the faith

D Features of the synagogue	
Aron hakodesh- symbolises the Ark of the covenant which held the tablets of stone on which had the 10 commandments carved on	Ner Tamid- A light above the aron hakodesh that never goes out
Sefer Torah- a scroll kept inside the aron hakodesh.	Bimah- A raised platform with a reading desk in the centre where the Sefer Torah is read..

E What is celebrated during Pesach and Yom Kippur?	
1	Pesach Commemorates Hebrews being saved from the 10th plague and their exodus from Egypt.
2	Yom Kippur- a day to atone for their sins.

F How and why are Jews persecuted?	
1	-They are a minority religion- They have distinct religious practices and customs that are different to the rest of society.
2	-Superiority- People accuse them of being superior because they see themselves as God's chosen people
3	-Christ-killer myth- Some people believe that Jewish people are responsible for god killing (deicide) and the crucifixion of Jesus Christ.





A. Can you define these key words?		B. What do Jews believe and Jewish scripture- 6 main facts	
Key word	Key definition	1	_____ is a _____ religion that you are _____ into. You have to be a _____ of _____ to be Jewish.
Synagogue	The _____ place of _____	2	They get these _____ from the _____. The _____ contains _____ laws that set the _____ for Jewish life.
Worship	Showing _____ and love to _____	3	<u>Jews</u> _____ that if they do not _____ these _____ and set an example, they will be _____
Atonement	the _____ of making _____ for wrongdoing	4	The 3 main _____s: 1. You must _____ in _____ God 2. Jews are a _____ of people who have been _____ by God as _____ of _____ 3. _____ made a _____ with _____
Persecution	_____, especially because of _____ or political or _____	5	The _____ scrolls are kept in an _____ in a _____. The _____ are not _____ touched to avoid it getting _____
Genocide	The _____ killing of a large number of _____ from a _____	6	Jews believe that _____ was given the " _____ " and this was _____ down later by _____
Shabbat	A _____ day of _____	C. What is Orthodox Judaism- 5 facts	
Torah	The _____ of _____ as revealed to _____	What is Reform Judaism- 5 facts	
Aron Hakodesh	A large _____ that holds the _____	1	_____ is literally given by _____ to _____ on Mount _____
Tanakh	The _____	2	Jewish _____ should be _____ followed as the _____ is the word of _____.
Talmud	The body of _____ and _____ law and legend.	3	_____ men and women dress very _____ and keep most of their _____.
Mitzvot	The _____ laws that set the _____ for _____	4	_____ men are expected to wear a _____ fringe called a Tzitzit and a _____ as well as _____
D Features of the synagogue		5	Do not have any _____ contact with those of the _____ sex unless they are _____ family members.
_____ - symbolises the Ark of the covenant which held the tablets of stone on which had the 10 commandments carved on		F How and why are Jews persecuted?	
<u>Ner Tamid</u> - A _____ above the _____ that never _____		1	-They are a _____ religion- They have _____ religious practices and _____ that are _____ to the rest of _____
<u>Sefer Torah</u> - a _____ kept inside the _____		2	- _____ - People accuse them of being _____ because they see _____ as God's _____ people
_____ - A raised platform with a reading desk in the centre where the <u>Sefer Torah</u> is read..		3	- _____ - _____ myth- Some people believe that _____ people are _____ for god killing (deicide) and the _____ of Jesus Christ. The _____ were actually responsible as _____ did not have the power to _____ people.
		<u>Yom Kippur</u>	
		1	_____ Commemorates Hebrews being _____ from the 10th plague and their _____ from Egypt.
		2	_____ - a day to _____ for their _____



A Folder Handling		What we are learning this term:			
		A. Folder Handling B. Cyberattack Motivations C. Online Dangers D. File Handling			
Folders					
Ctrl + Shift + N					
File Path		B. Cyberattack Motivations		C. Online Dangers	
		Committing a cyberattack in order to...		Virtual Treasure Chests containing undisclosed items, designed to be addictive. This is effectively a game of chance and therefore gambling, if purchased for real money.	
		Cybercrime		Misinformation	
					A form of abuse that involves manipulating someone until they're isolated, dependent, and more vulnerable to exploitation.
Locating Folders		Cyberespionage		Cyberbullying	
			Raise awareness of a political or social problem.	D. File Handling	
Renaming a file		Cyberwarfare		Keyboard shortcuts	
				Select All	
				Paste	
				Cut	
				Save	



A Folder Handling		What we are learning this term:	
		A. Folder Handling B. Cyberattack Motivations C. Online Dangers D. File Handling	
Folders	Folders are areas on our computer which can hold items/ files.		
Ctrl + Shift + N	Shortcut to make a new folder		
File Path	The route taken to get to a specific folder:		
			
Locating Folders	Click on the search bar in the folder window and type in the name of the folder:		
			
Renaming a file	F2		
		B. Cyberattack Motivations	C. Online Dangers
		Committing a cyberattack in order to...	
	Cybercrime	Generate profit or cause criminal damage.	Lootboxes
	Cyberespionage	Gain access to confidential information.	Virtual Treasure Chests containing undisclosed items, designed to be addictive. This is effectively a game of chance and therefore gambling, if purchased for real money.
	Hacktivism	Raise awareness of a political or social problem.	Misinformation
	Cyberwarfare	Disrupt or damage the activities or assets of another country.	False or inaccurate information which is meant to deceive or trick people.
		D. File Handling	
		Keyboard shortcuts	
	Select All	Ctrl+A	
	Paste	Ctrl+V	
	Cut	Ctrl+X	
	Save	Ctrl+S	
			Grooming
			A form of abuse that involves manipulating someone until they're isolated, dependent, and more vulnerable to exploitation.
			Cyberbullying
			The use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.

Year 7 Term 6 SPANISH Knowledge organiser: Topic = ¡Por fin de vacaciones!

What we are learning this term:	
A. Talking about transport and holiday travel B. Describing holiday activities C. Extending holiday descriptions D. Describing a past holiday E. Describing future holiday plans F. Translation practice	
6 Key Words for this term	
1. soler	4. viajar
2. las vacaciones	5. Mi aventura
3. ir	6. Voy a...

C. Más cosas de vacaciones – More holiday things	
recoger conchas en los charcos visitar el museo arqueológico arriesgado/a educativo/a estimulante peligroso/a relajante la aventura la tribú el tucán el valle el vuelo	to collect shells in the rockpools visit archeological museum risky educational stimulating dangerous relaxing adventure tribe toucan valley flight

Key Verbs				
<u>Viajar</u> To travel	<u>Ir</u> To go	<u>Alojarse</u> To stay	<u>Hacer – to do/make</u>	<u>Probar</u> To try (food etc)
Viajo I travel	Voy I go	Me alojo I stay	Hago I do	Pruebo I try
Viajas You travel	Vas You go	Te alojas You stay	Haces You do	Pruebas You try
Viaja s/he travels	Va s/he goes	Se aloja s/he stays	Hace s/he does	Prueba s/he tries
Viajamos We travel	Vamos They go	Nos alojamos We stay	Hacemos We do	Probamos We try
Viajan They travel	Van They go	Se alojan They stay	Hacen They do	Prueban They try

A. Tengo mucho que hacer – I have a lot to do	
alojarme en un hotel comer en restaurantes típicos ir de compras a mercados jugar al vóley – playa nadar en el mar pasear por la playa sacar fotos tomar el sol visitar los monumentos históricos la arena la estrella el plato el puerto estar de vacaciones ir de vacaciones	to stay in a hotel to eat in typical restaurants to go shopping to the markets to play beach volleyball to swim in the sea to walk by the beach to take photos to sunbathe to visit historic monuments sand star dish the port to be on holiday to go on holiday

D. ¡Allá voy! – Here I come!	
el autocar el avión el barco la Bicicleta el coche la motocicleta el tren Voy a ... a pie en autocar en avión en barco en Bicicleta en coche en motocicleta en tren Alemania Egipto Escocia Estados Unidos Francia Gales Grecia Inglaterra Irlanda Italia Turquía ir de visita una escapada a la ciudad unas vacaciones en la playa un viaje cultural	coach plane boat bike car motorbike train I go to... by foot by coach by plane by boat by bike by car by motorbike by train Germany Egypt Scotland USA France Wales Greece England Ireland Italy Turkey to go on a visit an escape to the city a beach holiday a cultural trip

E. Te cuento que pasó – I'll tell you what happened...		Mi aventura – My adventure	
el año pasado el mes pasado en mis últimas vacaciones el verano pasado al aire libre la barbacoa el camping la isla bailar en una discoteca comprar recuerdos hacer ciclismo nadar en la piscina probar la gastronomía local sacar selfies salir con los amigos ver un partido hacer una visita guiada observar la naturaleza planear subir una montaña el capibara la deforestación el delfín la experiencia el hostel la rana venenosa	last year last month on my last holidays last summer in the open air barbeque camping island to dance at a disco to buy souvenirs to go cycling to swim in the pool to try the local cuisine to take selfies go out with friends to watch a match to do a guided tour to observe nature to plan to climb a mountain large rodent deforestation dolphin experience hostel poisonous frog	el río Amazonas la selva tropical el año que viene el miércoles que viene la semana que viene el verano que viene Voy a ... dar de comer a las llamas dormir mucho no hacer nada hacer un crucero pescar en el río planear mis vacaciones en internet trabajar de voluntario/a ganar la lotería ver muchos animales salvajes viajar alrededor del mundo volar en un avión privado el comedor social incluido/a el mar mediterráneo	The Amazon river tropical rainforest next year next Wednesday next week next summer I'm going to... feed the llamas sleep a lot not do anything go on a cruise fish in the river plan my hols on the internet work as a volunteer to win the lottery to see a lot of wild animals to travel around the world to fly in a private plane soup kitchen included The Mediterranean Sea

B. ¡Esto es la pera! – This is amazing!	
¡Es flipante! ¡Es la pera! ¡Es muy guay! ¡Es un rollo! ¡Mola mucho! ¡Qué aburrimento! ¡Qué chulo! ¡Qué fastidio! hacer un picnic hacer senderismo montar en globo montar en moto acuática aproximado/a	It's amazing! It's incredible! It's very cool! It's a pain! It's out of this world! What a bore! How awesome! How annoying! to make a picnic to go hiking to go in a hot air balloon to go on a jet ski approximate

What we are learning this term:

- A. Talking about transport and holiday travel
- B. Describing holiday activities
- C. Extending holiday descriptions
- D. Describing a past holiday
- E. Describing future holiday plans
- F. Translation practice

6 Key Words for this term

- | | |
|-------------------|----------------|
| 1. soler | 4. viajar |
| 2. las vacaciones | 5. Mi aventura |
| 3. ir | 6. Voy a... |

C. Más cosas de vacaciones – More holiday things

_____	to collect shells in the rockpools
_____	visit archeological museum
arriesgado/a	_____
educativo/a	_____
estimulante	_____
_____	dangerous
_____	relaxing
la aventura	_____
la tribú	_____
el tucán	_____
_____	valley
el vuelo	_____

Key Verbs

Viajar To _____	Ir _____	Alojarse To stay	Hacer – _____	Probar To try (food etc)
Viajo I travel	Voy I go	Me alojo _____	Hago I do	_____ I try
Viajas _____	You go	Te alojas You stay	_____ You do	Pruebas _____
Viaja s/he travels	Va _____	_____ s/he stays	Hace s/he does	_____ s/he tries
Viajamos We travel	Vamos They go	Nos alojamos We stay	Hacemos _____	_____ We try
Viajan They travel	_____ They go	Se alojan They stay	Hacen They do	Prueban They try

A. Tengo mucho que hacer – I have a lot to do

_____	to stay in a hotel
_____	to eat in typical restaurants
típicos	to go shopping to the markets
i _____	to play beach volleyball
_____	_____
nadar en el mar	_____
pasear por la playa	_____
sacar fotos	_____
tomar el sol	_____
visitar los monumentos históricos	_____
_____	sand
_____	star
el plato	_____
el puerto	_____
_____	to be on holiday
_____	to go on holiday

D. ¡Allá voy! – Here I come!

_____	coach
_____	plane
el barco	_____
la Bicicleta	_____
el coche	_____
_____	motorbike
_____	train
_____	I go to...
_____	by foot
en autocar	_____
en avión	_____
en barco	_____
en Bicicleta	_____
_____	by car
_____	by motorbike
_____	by train
Alemania	_____
Egipto	_____
Escocia	_____
Estados Unidos	_____
_____	France
_____	Wales
Grecia	_____
Inglaterra	_____
_____	Ireland
_____	Italy
_____	Turkey
ir de visita	_____
_____	an escape to the city
_____	a beach holiday
_____	_____
un viaje cultural	_____

E. Te cuento que pasó – I'll tell you what happened...

_____	last year
_____	last month
_____	on my last holidays
_____	_____
el verano pasado	_____
al aire libre	_____
la barbacoa	_____
el camping	_____
la isla	_____
bailar en una discoteca	_____
_____	to buy souvenirs
_____	to go cycling
_____	to swim in the pool
probar la gastronomía local	_____
_____	to take selfies
_____	go out with friends
_____	to watch a match
_____	to do a guided tour
observar la naturaleza	_____
_____	to plan
_____	to climb a mountain
_____	large rodent
_____	deforestation
el delfín	_____
la experiencia	_____
el hostel	_____
la rana venenosa	poisonous frog

Mi aventura – My adventure

el río amazonas	_____
la selva tropical	_____
el año que viene	_____
el miércoles que viene	_____
_____	next week
_____	_____
el verano que viene	_____
Voy a ...	_____
dar de comer a las llamas	feed the llamas
_____	sleep a lot
_____	not do anything
_____	go on a cruise
pescar en el río	_____
planear mis vacaciones en internet	_____
trabajar de voluntario/a	_____
_____	to win the lottery
ver muchos animales salvajes	_____
_____	to travel around the world
volar en un avión privado	_____
el comedor social incluido/a	soup kitchen included
el mar mediterráneo	_____
_____	_____




B. ¡Esto es la pera! – This is amazing!







¡Es flipante!	_____
¡Es la pera!	_____
_____	It's very cool!
_____	It's a pain!
_____	It's out of this world!
¡Qué aburrimiento!	_____
¡Qué chulo!	_____
¡Qué fastidio!	_____
_____	to make a picnic
_____	to go hiking
montar en globo	_____
_____	to go on a jet ski
_____	_____
aproximado/a	approximate

G. Translation Practice	
There is a beach	H u p
There is a theme park	H u p t
I go on holiday by car and by plane	V e v e c y e a
How do you travel on holiday?	C v e l v ?
We go on holiday by plane and boat	V d v e a y b
On holiday I go to discos	e l v v a l d
I like to relax and I love to sunbathe	M g d y m e t e s
On holiday we went to France	E l v f a f
I visited the beach	V l p
I went to the park	F a p
I went to Spain but he went to Italy	F a E p f a l
Next year I'm going to visit the tropical rainforest	E a q v v a v l s t
Where do you go on holiday?	A d v d v ?
I played beach volleyball	J a v
I like to visit historic monuments	M g v m h
My Mum likes to take selfies	A m m l g s s
I like to go on holiday with my friends	M g i d v c m a
I normally go on holiday by plane or sometimes by car.	N v d v e a o a v e c

H . Key Questions: Answer the following in your own words. Use these model answers	
¿Qué haces normalmente en vacaciones?	Normalmente en las vacaciones hago muchas cosas. Por ejemplo; visito monumentos históricos y lugares de interés. Saco selfis enfrente de los monumentos y mando las selfis a mis amigos. Me gusta también tomar el sol y probar la gastronomía local.
¿Qué hiciste el año pasado en vacaciones?	El año pasado en mis vacaciones hice senderismo con mi padre en las montañas. Fuimos a los mercados para comprar regalos y bailamos en la discoteca. Comí mucha comida típica de España.
¿A dónde vas de vacaciones normalmente?	Normalmente voy de vacaciones a Italia con mi familia porque es un país muy bonito con mucha cultura.
¿A dónde te gustaría ir de vacaciones y por qué?	Me encantaría ir de vacaciones a Chipre porque allí hace mucho sol y hace mucho calor. Me encantaría bañarme en el mar en Chipre sería muy lujoso.
I. Key Questions: Translate these model answers using the KO	
¿Qué haces normalmente en vacaciones? – What do you normally do on holiday?	Normally on holiday I like to take selfies and send them to my friends. I usually sunbathe, take photos, read and swim in the sea. I love to try the local cuisine and eat in the restaurants with my family. I like to buy souvenirs for my friends in England.
¿Qué hiciste el año pasado en vacaciones? – What did you do last year on holiday?	Last year I played football on the beach with my brother. I sunbathed, went to museums and I travelled to Madrid by train. We went for a walk along the beach every night. I didn't read my book because I didn't have time.
¿A dónde vas de vacaciones normalmente? – Where do you normally go on holiday?	Normally I go to Spain on holiday because it's cheap and the journey there is quick.
¿A dónde te gustaría ir de vacaciones y por qué? – Where would you like to go on hol and why?	I would really like to go to Greece on holiday because it looks really pretty in photos. I would also like to travel to the Caribbean because I can experience the culture.
J. Key Grammar	
Forming the preterite (past tense) with irregular verb too.	Remember the preterite (past) tense endings for –AR, -ER, -IR verbs. They are: -AR: -é, -aste,-ó, -amos, -astéis, -aron -ER: -í, -iste, -ió, -imos, -istéis, -ieron -IR : -í, -iste, -ió, -imos, -istéis, -ieron Some verbs have irregular preterites be sure to note these down and try to learn them.
Using the verb SOLER (to usually)	This verb is irregular meaning it doesn't follow any strict rules. In present tense: suelo = I usually... e.g. Suelo tomar el sol (I usually sunbathe) suele = he/she usually...
Using the immediate future tense IR + A + INFINITIVE	Voy a tomar el sol = I'm going to sunbathe Va a viajar a Francia = He / She is going to travel to France


What we are learning this term:

- A. About the illustrator Ernst Haeckel and his work
- B. How to use the grid method for accuracy
- C. Drawing from observation of primary sources 
- D. How to work using oil pastels 
- E. How to make a simple clay pinch pot 
- F. How to decorate clay using glazes and oxides
- G. What is texture
- H. How to produce a mixed media outcome

Key word	Key definition
illustration 	a drawing, painting or printed work of art which visually represents or explains something
observation 	the action of closely looking at something
source 	Where something originates from
texture 	the feel or appearance of a surface
tone 	Lightness and darkness within an artwork
outcome 	The final piece produced as a result of an art project


D How to work using oil pastels

Oil pastels are bright, oil-based crayon that is used as a painting and drawing medium
 Oil pastels can be applied thickly, overlapping to blend colours.
 White can also be used to blend.
 Clean the end of the pastel to avoid colour contamination



E What is a pinch pot and how to make one

A pinch pot is A small vessel created inserting the thumb into a ball of clay then through 'pinching' the clay into the desired shape.
 A successful pinch pot has even thickness walls, and a smooth finish.
 The wet clay can be decorated by additive or subtractive methods



A. Who is Ernst Haeckel and what are the characteristics of his work?

Who? philosopher, physician, professor, marine biologist, and artist who discovered, described and named thousands of new species,

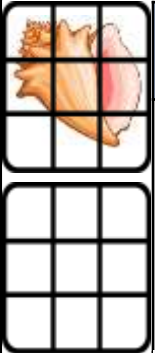
What? Beautifully detailed natural history illustrations depicting mostly marine life

Why? To document and record newly discovered species of animals and plants



B. How to use the Grid Method for accurate drawing

- Use a ruler to draw an equally spaced grid onto your image
- Draw an identical grid **LIGHTLY** onto paper
- Draw in the main **outlines** of your image, focusing on one square at a time Use a ruler to help you **measure** the positioning of lines if needed
- Add main details before erasing the grid on the paper
- Add fine **details** and build in **tone**





C Drawing primary sources from observation

Drawing from a primary source means drawing something from real life
 Observe the objects closely
 Lay out the basic shape(s) you can see
 Refine and add detail
 Add tone to show how light is hitting the object(s)



F. How to use glazes and oxides

oxide 	Powder made from minerals Mixed with water and applied to the bisque fired clay Highlights the texture in the clay surface Can be applied thickly or thinly to get different effects
glaze 	Coloured liquid applied to bisque fired clay Can be applied with or over oxides Gives the clay a shiny finished once fired a second time Usually applied in layers

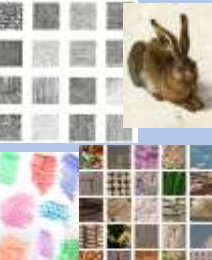
H How to produce a mixed media outcome

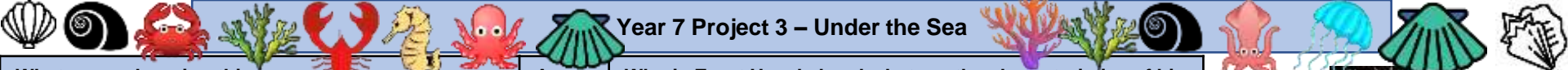
A mixed media artwork uses multiple different materials rather than just one
 We used collage, ink and pen to create ours

Step 1	Lay out your drawing using pencil lightly
Step 2	Add newspaper collage
Step 3	Apply an ink wash using varied colours
Step 4	Add tissue paper collage over the wash in places
Step 5	Use black ink or pen to go over your drawing, adding detail and texture using mark making



G What is texture?







Texture is the surface quality of a particular surface – how it feels to the touch
 Actual texture is what it actually feels like
 Visual or implied texture is when a surface appears to have texture but in reality it doesn't







What we are learning this term:

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Key word	Key definition
illustration 	
observation 	
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 White can also be used to blend.
 Clean the end of the pastel to avoid colour contamination

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A pinch pot is

 A successful pinch pot has

 The wet clay can be decorated by

A. Who is Ernst Haeckel and what are the characteristics of his work?

Who? _____

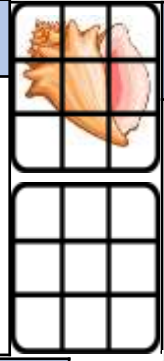
What? _____

Why? _____



B. How to use the Grid Method for accurate drawing

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- 5) Add fine and build in




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 Observe the objects
 Lay out the basic you can see
 and add

 Add to show how light is hitting the object(s)



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 Mixed with and applied to the bisque fired clay
 Highlights the in the clay surface
 Can be applied or to get different effects

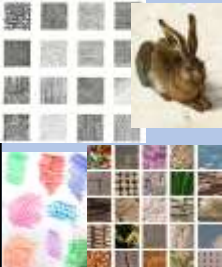
glaze  Coloured liquid applied to bisque fired clay
 Can be applied with or over oxides
 Gives the clay a shiny finished once fired a second time
 Usually applied in layers

H How to produce a mixed media outcome

A mixed media artwork uses multiple different materials rather than just one
 We used collage, ink and pen to create ours

Step 1	
Step 2	
Step 3	
Step 4	
Step 5	

G What is texture?



Texture is

 Actual texture is

 Visual or implied texture is





What we are learning this term:

A. Workshop Tools B. Materials C. Modelling D. Data Analysis & Evaluation

A. Workshop Tools

Steel Rule	Wooden Vice	Clamp	Bench Hook	Tenon Saw	Pillar Drill	Bandfacer

B. Materials

Timbers come from trees

Scots pine – which you used for your maze frame – is a **softwood**

Softwoods come in planks and boards

Manufactured Boards come from **wood pulp**

Plywood – which you used as your base, insert and maze walls – is a **manufactured board**

Manufactured Boards come in sheets

Polymers come from **crude oil**

Acrylic – which you used as your lid for your maze – is a **polymer**

Polymers come in sheets, graduals and filament

C. Modelling

Creating a 3D representation of your product before you manufacture it.

You can use a variety of different materials and computer programs to create a mock up model or prototype such as;

Cardboard	Foamboard	Scrap Wood
3D Printing	2D Design	Solidworks

Modelling is used to test a product before manufacture, to see what works and what doesn't.

Advantages	Disadvantages
Allows a designer to physically handle or view from all sides	Can be time-consuming and complicated
Changes can be made quickly and easily	Testing can be unreliable as they don't use the same materials as the end product

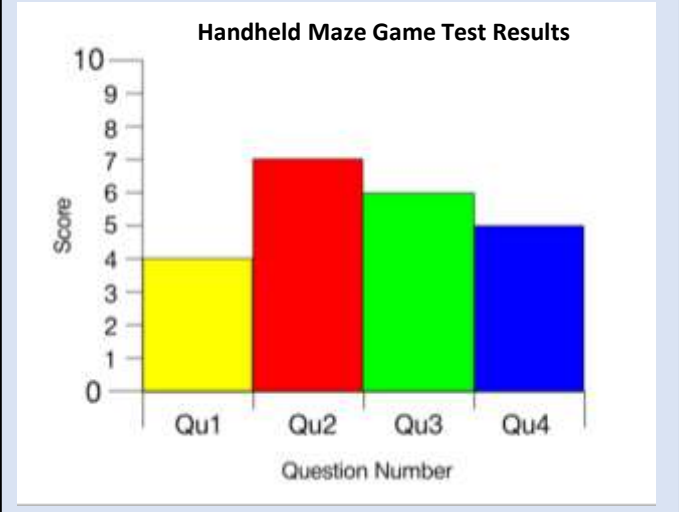
D. Data analysis

Designers test their products or models and record data to see what works and what doesn't.

One way to record the data from the tests is by turning it into a graph. See example bar graph below.

Exemplar Bar Graph:

Question 1	Question 2	Question 3	Question 4
4	7	6	5



Analysing the results:
Looking at the results from the graph, you should be able to identify what is positive about your product and what can be improved.

When writing the positives remember to make a point and then explain it. For improvements, point out what hasn't worked and how you could fix it.

For example:
My maze looks really fun and challenging to play. However, when tested the game was too difficult to complete so one improvement I could make it by taking away some of the traps or moving some of the walls around.



Year 7 PRODUCT DESIGN Term 6 Knowledge Organiser



What we are learning this term:

A. Workshop Tools B. Materials C. Modelling D. Data Analysis & Evaluation

A. Workshop Tools

--	--	--	--	--	--	--

B. Materials

Timbers come from _____

	<p>Scots pine – which you used for your maze frame – is a softwood</p> <p>Softwoods come in planks and boards</p>
--	--

Manufactured Boards come from _____

	<p>Plywood – which you used as your base, insert and maze walls – is a manufactured board</p> <p>Manufactured Boards come in sheets</p>
--	--

C. Modelling

Creating a _____ before you manufacture it.

You can use a variety of different materials and computer programs to create a mock up model or _____ such as;

Polymers come from _____

	<p>Acrylic – which you used as your lid for your maze – is a polymer</p> <p>Polymers come in sheets, graduals and filament</p>
--	---

Modelling is used to _____ before manufacture, to see what works and what doesn't.

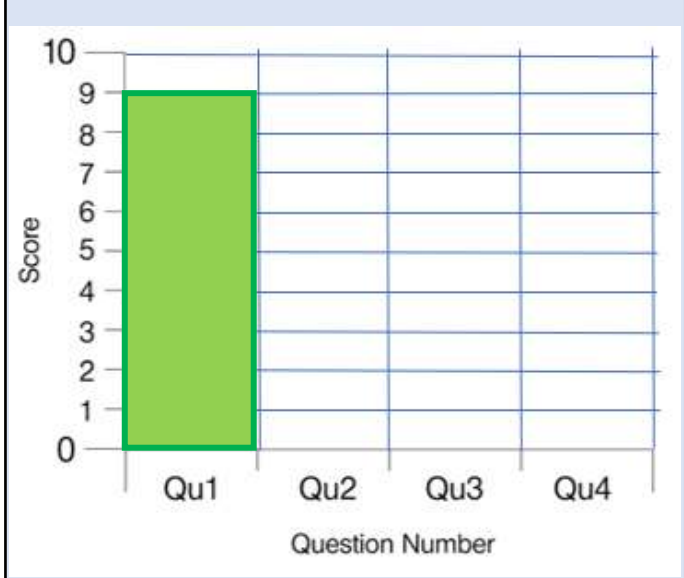
Advantages	Disadvantages

D. Define data analysis

Draw out the results provided into the graph below:

The first one has been done for you.

Question 1	Question 2	Question 3	Question 4
9	6	4	2



Think back to your completed handheld maze hand game. Evaluate one positive aspect of it and an improvement you would like to have made if you had time.

Year 7 Term 6 : Topic = Healthy Eating and High Skills

What we are learning this term:	
A.	Health, safety and hygiene in the kitchen
B.	The Eatwell guide and nutrients
C.	Design Ideas
D.	Weighing
E.	Practical skills
F.	Evaluation Work

6 Key Words for this term	
1 Hygiene	4 Cuisine
2 Health	5 Sensory
	Analysis
3 Food Poisoning	6 Preparation

B.	What are the 5 different sections of the Eatwell plate?
	1 Fruit and Vegetables 2 Carbohydrates 3 Protein 4 Dairy 5 Fats and Oils



A.	What nutritional foods are in the top picture? Can you list 5 of the food that you can see?
	<p>In this photo you can see a number of protein foods. Protein helps our muscles and cells to grow and repair.</p> <p>Some examples in this photo include:</p> <ol style="list-style-type: none"> 1. Chicken 2. Eggs 3. Nuts 4. Cheese 5. Salmon
B.	What nutritional foods are in the top picture? Can you list 5 of the food that you can see?
	<p>In this photo you can see a number of carbohydrate foods. Carbohydrates give out body energy. Some examples in this photo include:</p> <ol style="list-style-type: none"> 1. Bread 2. Pasta 3. Rice 4. Potatoes 5. Bananas



A.	What are the three main nutrients required in the diet?	
Carbohydrates	Foods that are eaten to give the body energy	
Protein	Food that are eaten to build and repair muscles and cells	
Fats	Food that are eaten to protect your vital organs and insulate your body.	



C.	Can you list 5 health, safety and hygiene rules and explain the importance of them?	
	<p><u>Rule</u></p> <ul style="list-style-type: none"> • 1 Wash your hands in hot soapy water • 2 tie back your hair • 3 wear an apron • 4 use oven gloves when handling hot food • 5 wash your hands after handling meat 	<p><u>Why it is important</u></p> <ul style="list-style-type: none"> • 1 to kills germs and bacteria • 2 to stop hair getting into the food • 3 to protect yourself and your food from contamination • 4 to avoid burning yourself • 5 to avoid giving yourself or others food poisoning

E.	Keywords	
Hygiene	A method of keeping yourself and equipment clean	
Research	Information that you find out to help you with a project	
Cuisine	Food from a different country	
Target Market	The age or type of person you are creating a product for.	
Carbohydrates	Foods that give you energy	
Protein	Food that grow and repair your muscles	
Fibre	Foods that keep your digestive system healthy and avoid constipation.	
Calcium	Foods that make your teeth and bones strong	
Design Idea	A sketch or plan of how you are hoping a project to turn out.	
Organisation	Having everything ready for a lesson and following instructions	
Time keeping	Using the time to remain organised.	
Sensory analysis	Use your senses to taste and describe a product	
Mood Board	A collage of photos and key words based on a project	

Year 7 Term 6 : Topic = Healthy Eating and High Skills

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3 Food Poisoning	6 Preparation

A.	What are the three main nutrients required in the diet?



B.	What are the 5 different sections of the Eatwell plate?
1	
2	
3	
4	
5	



A.	What nutritional foods are in the top picture? Can you list 5 of the food that you can see?



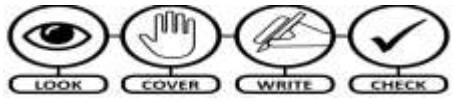
B.	What nutritional foods are in the top picture? Can you list 5 of the food that you can see?

C.	Can you list 5 health, safety and hygiene rules and explain the importance of them?	
	Rule	Why it is important
	• 1	• 1
	• 2	• 2
	• 3	• 3
	• 4	• 4
	• 5	• 5

E.	Keywords
Hygiene	
Research	
Cuisine	
Target Market	
Carbohydrates	
Protein	
Fibre	
Calcium	
Design Idea	
Organisation	
Time keeping	
Sensory analysis	
Mood Board	



A	What we are learning about this term...
1	Ukulele Strings and tuning
2	Major and Minor chords
3	Reading Ukulele Tab
4	Performing as a group
5	Playing ukulele and singing together



C - Useful links: practice at home!

These QR codes will take you to YouTube to be able to sing along!

Easy Ukulele
Play along -----> Viva La Vida - Coldplay

ROAR – Katy Perry

Check out this C Am G F Chord Drill!

E – Ukulele Finger Technique and Chords

B	Keywords
Chord	Three or more notes played at the same time
Chord Diagram	The way of writing ukulele notation
Pick/Plectrum	A tool used to strum the strings
Chord Progression	A pattern of chords in a song. E.g. C - Am - F - G
Strum	a sweeping action where a finger or plectrum brushes over several strings to make sound.
Accuracy	Playing or singing the correct notes, at the correct time
Fluency	Giving the music a good flow - no pauses

D Ukulele Strings and Notes

The strings of a ukulele are G (nearest your face), C, E, A (nearest your knees)

These are the most used Chords for ukulele. Learn them here:

F Basic Rhythm Values in 4/4 time

	Beat 1	Beat 2	Beat 3	Beat 4
Technical name SEMI-BREVE (4 beats)				
Remember it... Hold for 4 beats				
Technical name MINIM (2 beats)				
Remember it... L - ong				
Technical name CROTCHET (1 beat)				
Remember it... tea				
Technical name QUAVERS (1/2 beat)				
Remember it... Cof - fee				

F Describing Music – MAD T SHIRT

M	A	D	T	S	H	I	R	T
Melody	Articulation	Dynamics	Texture	Structure	Harmony/Tonality	Instruments	Rhythm	Tempo
The tune	How notes are played	Loud/quiet and any other volume changes	Layers of sound / how they fit together	The sections and organising	Chords used / the mood	Types of instruments heard	Pattern of notes	The speed



What we are learning this term:



- A. What stock characters you would find in most pantomimes.
- B. How new techniques learnt in lessons can be applied to your own pantomime style performance.
- C. What technical aspects can be added to a performance to create 'wowness'

Pantomime Techniques- this term's key words



Audience Participation	Encouraged to get involved either by singing along with the songs, being brought onto the stage, boo the villain or argue with the Dame.
Vocal Skills	How you interpret a character using Pitch, Pace, Volume, Accent or Tone
Stock Characters	Stereotypical fictional characters who audiences recognise from their frequent recurrences.
Comedy	A genre in drama.
Clocking the Audience	When an actor looks straight at the audience giving them a chance to understand what the character is thinking
Exaggeration	Over the top gestures or facial expressions
Sound Effects	Sound effects in drama are sounds that are created or used in a theatrical production to enhance the action, mood or atmosphere of a scene
Atmosphere	Overall feeling created in a performance
Staging	The method of presenting a play or other dramatic performance

The History of:	Pantomime
	Pantomime is a type of musical comedy stage production designed for family entertainment. It was developed in England and is performed throughout the United Kingdom, Ireland and in other English-speaking countries, especially during the Christmas and New Year season. Modern pantomime includes songs, gags, slapstick comedy and dancing. It generally combines gender-crossing actors and topical humour with a story based on a well-known fairy tale, fable or folk tale. Pantomime is a participatory form of theatre, in which the audience is encouraged and expected to sing along with certain parts of the music and shout out phrases to the performers.

Popular Pantomimes






Cinderella

Aladdin

Snow White

Jack and the Beanstalk

Sleeping Beauty

Robinson Crusoe

Who are the key characters?

Hero (Principal Boy)	Often played by a female. Main lead and usually the hero of the story. Fights the villain. Sings
Heroine (Principal Girl)	Beautiful. Appears youthful. Innocent and has to be rescued from the villain's capture.
Dame	Comic over the top female character always played by a male. Costumes are always colourful, outrageous and have hidden props, pockets and surprises.
Villain	The character everybody loves to hate and boo! His aim is to capture the heroine.
Goodies	Other characters such as fairies that help out the Hero and Heroine
Clowns	Often a double act or solo comedian. The ugly sisters in Cinderella are an example of this.

DEVISING

Frequently called **collective creation** - is a method of theatre-making in which the script or (if it is a predominantly physical work) performance score originates from collaborative, often improvisatory work by a performing ensemble.

Stimulus- A starting point or catalyst for your ideas.



What words do you think of looking at these pictures?
What stories do you think of?
What characters come to mind?



This term you are challenged with making a group performance that lasts up to 5 minutes and is based on a stimulus that you will be given in a lesson this term.

It **MUST** be ORIGINAL (cannot involve stories / characters that already exist) and **EVERYONE** must be involved.

Tips for success

Don't try and make a STORY – instead, create scenes based on a theme

Listen to everyone's ideas

Think of at least 3 ways to show the message and then pick the best one

Would technical elements help to get your message across?

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Tips for success

SWINDON ACADEMY READING CANON

Year 7



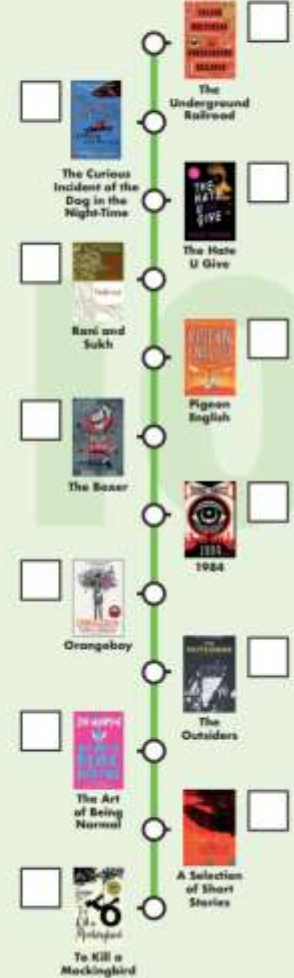
Year 8



Year 9



Year 10



#ReadingisPower